

McCormick Elementary

1123 Sandy Bluff Road

Mullins, SC 29574

Grades	3-5 Elementary School	
Enrollment	415 Students	
Principal	Becky Ford	843-464-3760
Superintendent	Dr. Nathaniel Miller	843-464-3700
Board Chair	Elizabeth Hammond	843-464-3700

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	Below Average	Good*
2007	At-Risk	Below Average
2006	Below Average	Below Average
2005	Below Average	At-Risk
2004	Below Average	At-Risk

* The School's 2008 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

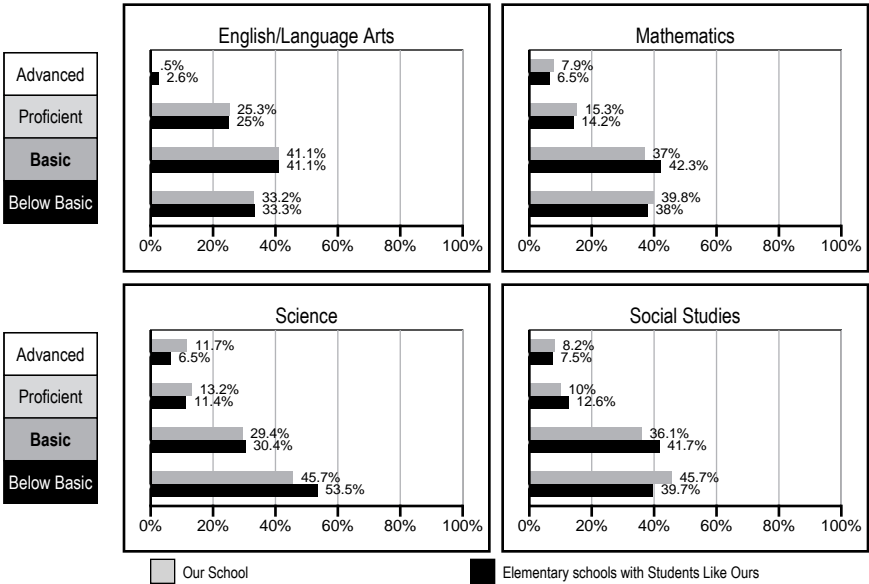
Percent of students tested in 2007-08 whose 2006-07 test scores were located | 97.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	1	11	56	58

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=415)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	0.7%	Up from 0.5%	3.1%	2.3%
Attendance rate	95.6%	Down from 95.9%	96.0%	96.3%
Eligible for gifted and talented	6.3%	Up from 4.5%	2.9%	10.4%
With disabilities other than speech	15.1%	Up from 9.7%	7.8%	7.5%
Older than usual for grade	4.3%	Up from 2.8%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=27)				
Teachers with advanced degrees	48.1%	Up from 36.0%	54.5%	56.7%
Continuing contract teachers	81.5%	Down from 92.0%	69.0%	77.3%
Teachers with emergency or provisional certificates	7.7%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.6%	Up from 83.7%	82.6%	86.4%
Teacher attendance rate	95.5%	Down from 97.3%	95.0%	94.9%
Average teacher salary	\$43,519	Up 6.5%	\$43,876	\$45,345
Professional development days/teacher	11.8 days	Up from 5.1 days	13.8 days	12.6 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Down from 22.1 to 1	16.6 to 1	18.5 to 1
Prime instructional time	89.6%	Down from 92.0%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	99.9%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil*	\$5,727	Down 31.8%	\$8,172	\$7,052
Percent of expenditures for instruction*	71.1%	Up from 70.3%	68.5%	69.1%
Percent of expenditures for teacher salaries*	67.5%	Up from 63.2%	61.0%	64.2%

* Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The 2007-2008 school year has been another year full of many wonderful happenings and accomplishments. We continue to emphasize character building, academic growth, and developing good relationships with families and the community.

For our character education program, we emphasized the following traits through messages on our morning show and our classroom guidance program: responsibility, truthfulness, trustworthiness, active listening, cooperation, caring, integrity, respect, problem solving, effort, perseverance, and common sense. Students were able to demonstrate their understanding of these traits by participating in several community-service projects, including Relay for Life, Pennies for Patients, St. Jude's Math-A-Thon, and a canned food drive. Students were recognized for making good choices by the Terrific Kids program, our positive referral program, and our citizenship program. We decreased our number of negative discipline referrals by 22%. We accredited this success to several initiatives, including our school-wide expectations (Safe and Civil Schools) and forming good relationships with our parents.

Our staff development focus this year was differentiating our instruction and collaborative planning. We completed a book study and participated in several sessions to develop strategies that were later incorporated into our lessons. We also used the data from our MAP testing to assist us with grouping students during "RIT" time.

Our parent and community involvement increased this year. Through our SIC, we planned and enjoyed our first Family Skate Night at our local skating rink. We had over 400 students and family members in attendance. The SIC also planned and implemented our second annual Title I Family PACT night. Our PTO donated a popcorn popper to use at academic and good character celebrations and also donated an electric keyboard to use in our music classes. Over 150 visitors attended and enjoyed our PTO sponsored Field Day.

Because of our parents, students, staff, volunteers, and community working together, our school is a great place to learn!

Rebecca P. Ford, Principal
Sherry Shuler, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	16	123	87
Percent satisfied with learning environment	100.0%	86.2%	88.2%
Percent satisfied with social and physical environment	100.0%	91.0%	80.5%
Percent satisfied with school-home relations	75.0%	89.3%	86.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	2.4%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%	Yes

* Or greater than last year

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PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	422	99.1	32.2	40.9	25.1	1.8	38.3	30.1	48.2	Yes	Yes
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Gender

Male	215	98.6	46	32.8	19.2	2	32.8	24.5	41.7	N/A	N/A
Female	207	99.5	18.4	49	31.1	1.5	43.9	36	55	N/A	N/A

Racial/Ethnic Group

White	109	99.1	26.8	39.2	30.9	3.1	49.5	42.8	60	Yes	Yes
African American	297	99	34.5	42	22.4	1.1	33.8	24.9	31.7	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	11	100	9.1	45.5	45.5	0	54.5	50	38.4	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S

Disability Status

Disabled	82	98.8	67.6	18.9	6.8	6.8	16.2	8.8	16	Yes	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	371	98.9	34.3	41.8	22.5	1.4	35.2	26.4	34	Yes	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	422	99.1	39.1	36.8	15.5	8.6	33	24.9	45.8	No	Yes
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Gender

Male	215	99.1	44.7	30.2	14.6	10.6	31.7	24	45.6	N/A	N/A
Female	207	99	33.3	43.6	16.4	6.7	34.4	25.8	45.9	N/A	N/A

Racial/Ethnic Group

White	109	99.1	26.8	39.2	20.6	13.4	46.4	37	59	Yes	Yes
African American	297	99	44.1	35.9	13.5	6.4	26.7	19.6	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	11	100	27.3	36.4	27.3	9.1	54.5	38.9	38.1	I/S	I/S
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S

Disability Status

Disabled	82	97.6	64.4	24.7	4.1	6.8	15.1	8.8	17.1	No	Yes
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	371	98.9	41.5	36.6	13.8	8.1	29.7	21	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
Science											
All Students	287	100	45.2	29.3	13	12.6	25.6	18.2	35.7	95.6	95.2
Gender											
Male	146	100	49.3	22.8	14.7	13.2	27.9	19.7	37.4	95	94.8
Female	141	100	41	35.8	11.2	11.9	23.1	16.6	33.8	96.2	95.7
Racial/Ethnic Group											
White	71	100	22.2	39.7	17.5	20.6	38.1	28.7	49.2	94.5	94.7
African American	203	100	54.1	25.8	10.8	9.3	20.1	14.1	17	95.9	95.4
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	97.5	97.4
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	23.1	24.9	97.9	95.1
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	94.1	93.5
Disability Status											
Disabled	55	100	62.7	25.5	2	9.8	11.8	7.8	14	95.3	93.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	98.2	96.9
Socio-Economic Status											
Subsidized meals	254	100	48.5	27.8	11.2	12.4	23.7	15.6	21.1	95.4	95
Social Studies											
All Students	288	100	45.1	35.6	10.5	8.7	19.3	15.2	34	95.6	95.2
Gender											
Male	150	100	47.2	31	13.4	8.5	21.8	18.3	36.6	95	94.8
Female	138	100	42.9	40.6	7.5	9	16.5	11.9	31.3	96.2	95.7
Racial/Ethnic Group											
White	75	100	39.1	33.3	15.9	11.6	27.5	24.3	44.5	94.5	94.7
African American	203	100	48	36.7	8.7	6.6	15.3	10.8	19.1	95.9	95.4
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	97.5	97.4
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	36.4	27.5	97.9	95.1
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	94.1	93.5
Disability Status											
Disabled	58	100	57.4	25.9	9.3	7.4	16.7	12.6	14.4	95.3	93.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	98.2	96.9
Socio-Economic Status											
Subsidized meals	251	100	49.4	33.6	8.7	8.3	17	12.1	21	95.4	95

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	152	96.7	31.7	42.4	24.5	1.4	25.9
	4	130	99.2	37.3	34.9	27	0.8	27.8
	5	149	99.3	53.3	32.1	13.9	0.7	14.6
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	136	100	19	50	27	4	31
	4	152	98.7	41.7	32.6	25	0.7	25.7
	5	134	98.5	34.7	41.1	23.4	0.8	24.2
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	152	98.7	50	39.3	9.3	1.4	10.7
	4	130	100	44.9	29.1	20.5	5.5	26
	5	149	98.7	39.7	44.9	11	4.4	15.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	136	98.5	46	43.5	6.5	4	10.5
	4	152	99.3	42.8	29.7	15.9	11.7	27.6
	5	134	99.3	28	38.4	24	9.6	33.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	77	100	70.8	22.2	5.6	1.4	6.9
	4	130	100	62.2	25.2	7.9	4.7	12.6
	5	75	100	67.6	21.1	4.2	7	11.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	71	100	43.8	35.9	9.4	10.9	20.3
	4	150	100	46.5	27.8	13.2	12.5	25.7
	5	66	100	43.5	25.8	16.1	14.5	30.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	74	100	34.3	52.2	11.9	1.5	13.4
	4	130	100	46.5	40.2	11.8	1.6	13.4
	5	73	100	71.2	19.7	6.1	3	9.1
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	70	100	29.9	43.3	20.9	6	26.9
	4	151	100	49	34.5	7.6	9	16.6
	5	67	100	52.4	30.2	6.3	11.1	17.5
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

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